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discontinued, however, after two parts, 152 pages, covering A—Adfero, had appeared). Since this work was published, Professor Cooper's Concordance to the Works of Horace has appeared (*THE CLASSICAL WEEKLY* 10.144).

The volume seems to be a companion to a volume entitled *Repertorium Griechischer Wörterverzeichnisse und Speziallexika* (Teubner, Leipzig, 1907). The latter work, however, I have not seen. C. K.

A HANDBOOK OF PRIVATE SCHOOLS

A book not directly classical in character, but likely to be of service to classical (indeed to all) teachers is a volume of Sargent's Handbook Series, entitled, in its first edition (1915), *The Best Private Schools*, in its second edition (1916), *American Private Schools*. The main body of the former volume, in pages xxix + 468, contained, besides other matter, accounts of Boys' Schools (1-100), Girls' Schools (101-165), Special Schools (169-205), including such topics as Co-Educational Schools, Schools and Conservatories of Music, Schools of Art, Kindergarten Training Schools, Schools of Physical Education, etc., Private Schools of Canada (207-221), Summer Camps (223-264), Comparative Tables, whose purpose is "to present the most significant facts about each school in tabulated form so that schools of a region and a class may readily be compared" (265-403), Directories (405-446) of Educational Associations, Educational Periodicals, School Book Publishers, Teachers Agencies, etc., and, finally, an Index of Schools and an Index of Camps. The information about Schools is often interesting and most helpful. The second volume (604 pages) contained much the same matter, with some additions, such as short articles entitled *The New School Movement* (52-53), *The Year's Advance in Education* (54-62), *College Entrance Requirements* (63-65), *Measuring Educational Results* (66-71), *Recent Educational Literature* (72-78), *A Select Classified Reading List* (79-90). Another innovation is entitled *Who's Who in the Private Schools* (552-576). There is nothing to indicate whether this is a list merely of principals or aims to include all teachers. If the latter is its aim, the list is palpably incomplete.

Such a book as this may well be of great service—provided it sticks to facts. Personally, I think the first volume was better than the second, just because it gave nothing but facts about Schools. The inclusion of articles on the progress of education and the like is to be deplored; it will lead to the riding of hobbies or to the ill-considered approval, in the effort to be up-to-date, of the latest and loudest utterance of the educational faddist. Thus, on page 61, one of the most ill-considered statements of Dr. Flexner's pamphlet, *The Modern School*, is repeated, and the general plan of that School comes in for high favor. Why not show the scientific temper in education, as in other things, by making a new idea wait for approval till it has done something by which its merits can be judged (or its failure demonstrated)?

Another danger to which this book is exposed lies in the fact that it includes (yes, solicits) advertisements of the Schools it describes and the periodicals it names. Such advertisements, styled "Announcements", came at the end of the first volume; in the second volume they come before the Indexes.

The book is published by Porter E. Sargent, 50 Congress Street, Boston, and costs \$2.00. C. K.

A MARYLAND OFFENSIVE

Last May, the Baltimore Classical Club, at the instance of Dr. Mary E. Armstrong, of Goucher College,

undertook an aggressive campaign for the Classics and appointed a Publicity Committee.

The aims of the movement, as formulated by Dr. Armstrong, are as follows:

"To create a spirit of unity among teachers of the Classics in Maryland.

To furnish a medium for the interchange of ideas about what to teach and how to teach it.

To help secure proper equipment for teachers in the remoter districts.

To show the public that the Classics should be cultivated both for their own sake and for their connection with modern life".

What has been accomplished may be stated thus:

(1) Securing the cooperation of enthusiastic workers throughout the State.

(2) Obtaining from the Public Library Commission a travelling library of forty helpful books, through the cordial good will of Dr. Bernard C. Steiner (see *THE CLASSICAL WEEKLY* 10.145). The books are on their travels and have been received gladly by teachers in various counties.

(3) The preparation of a Bibliography of about 250 titles compiled from the shelves of Baltimore Public Libraries, *THE CLASSICAL WEEKLY*, and other periodicals. In the case of the books, the library number is given; with the name of each article is given the reference, by volume and page, to the periodical in which it occurs. This very useful work was done by Miss Jessie M. Ebaugh, of Franklin High School, Reisterstown, Md.

(4) The purchase of 25 slides, illustrating the subjects of Secondary Latin, especially Caesar. These are sent to teachers on request.

(5) Considerable literature, including copies of *THE CLASSICAL WEEKLY*, furnished by the Editor, has been sent out. The Bibliography is furnished to all who ask for it.

(6) The active assistance of Mr. Samuel N. North, State Supervisor of High Schools, has been secured.

(7) On February 10, a Conference of Latin Teachers of Maryland was held by the Baltimore Classical Club. Teachers from all parts of the State, not already members of the Club, were guests at the Luncheon, and took active part in the Round Table that followed. Miss Annie S. Carter, Denton, Md., presided.

The topics were as follows: The Direct Method, Margaret T. Englar, Western High School, Baltimore; First and Second Year Latin, Raymond E. Staley, Boonsboro High School; Games and other Methods, Jessie M. Ebaugh, Franklin High School, Reisterstown; The Relation of Latin to Practical Life, W. W. Martin, Friends' School, Baltimore.

The Conference was held at the Friends' School, in the Assembly Hall, whose walls were covered with charts prepared by the Classical Department, under the direction of Mr. Martin.

By way of demonstration, a Cicero and a Catiline from the Western High School enacted a dramatization of the First Catiline Oration as prepared by a Committee of their class. Material was taken from Sallust as well as from Cicero. The Conference, playing the Roman Senate, bustled away from Catiline with proper abhorrence.

In addition to the charts made by the Friends' School, there were various other exhibits: games, Cybulski charts, a small archaeological collection, and an illustrated Life of Caesar, by a Second Year Class.

The Eastern High School, Baltimore, showed models of Roman furniture from a collection which the girls of that School have undertaken to make.

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